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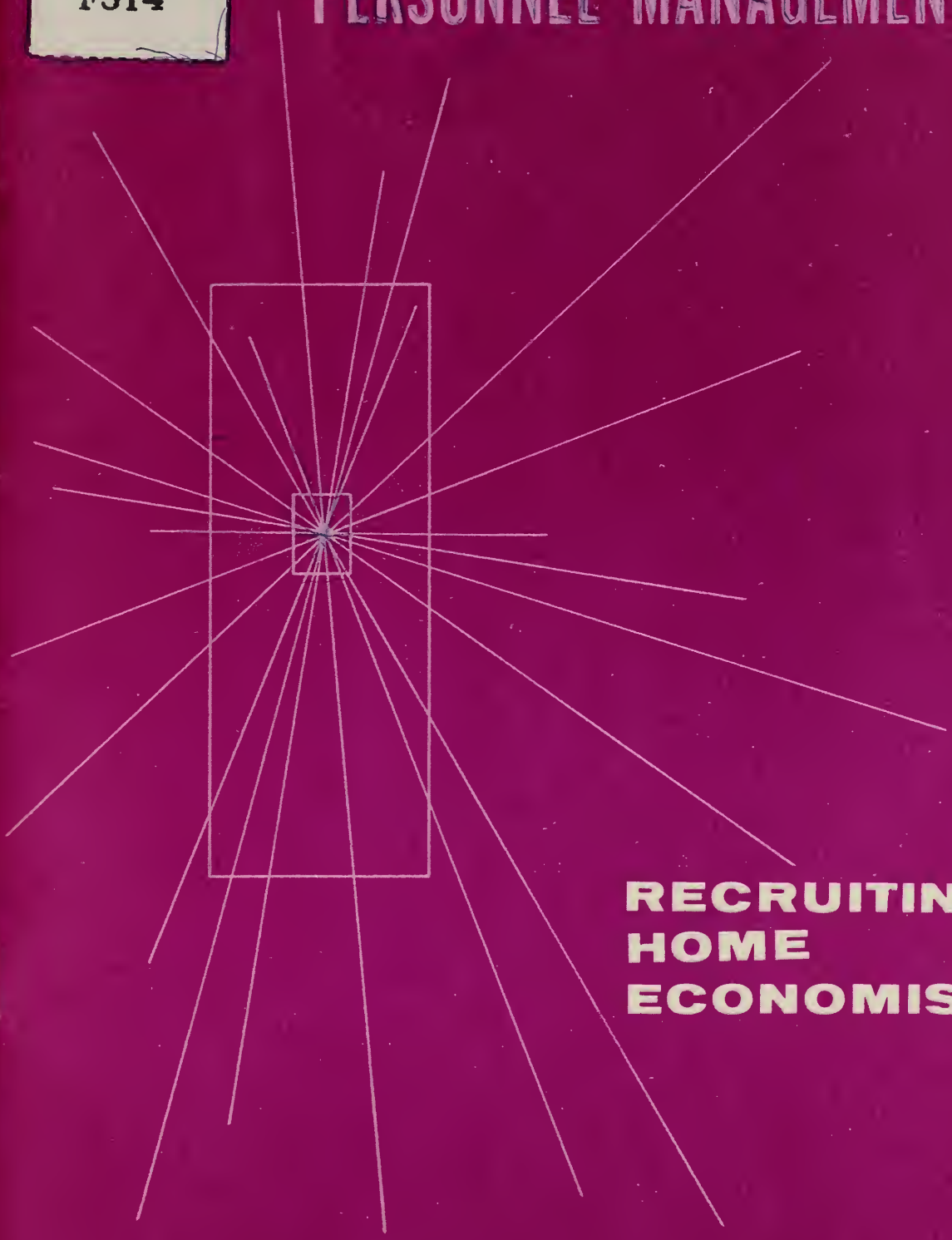

RECRUITING HOME ECONOMISTS

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Administrators who antly plagued by vacancies, partly cause of a shortage of home e ors who must staff field office villages, are further handicappe ot mobile because of family situatio move usually prefer living in a r modern living and cultural oppor

If quality and con on programs are to be sustained, i nstant re- cruitment program girls interested in home economics rest them in Extension work ear

Active recruitment must also be carried on for mature home economists, for it is from this group that Extension will secure experience, graduate training, and the likelihood of longer tenure.

This bulletin gives a factual picture of the womanpower situation in home economics. It also gives some practical suggestions for an aggressive, consistent recruitment policy that, if followed, will result in fewer vacancies in home economics Extension offices.

Margaret C. Browne

Margaret C. Browne, Director
Division of Home Economics
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RECRUITING HOME ECONOMISTS

William W. Linder
Personnel Management Specialist

* * * *

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RECRUITING HOME ECONOMISTS

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HIGHLIGHTS

* Ninety thousand persons were employed in home economics occupations in the United States in 1964.

* Cooperative Extension Service employs approximately 5,000 home economists with about 4,000 in county positions.

* The appointment rate for Extension home economists was 17.3 percent on an average for a six-year period 1959-1964. At this rate Extension needs to appoint more than 700 home economists each year.

* Recruitment of qualified home economists is one of the major problems facing the Cooperative Extension Service.

* Home economics graduates often do not know of Extension home economics opportunities.

* College students are better acquainted with the program and organization of Extension than Extension employment opportunities.

* Many agencies and companies are expanding their use of home economists.

* Home economics graduates are not available in sufficient supply to meet these demands. The situation is serious as indicated by:

    - a relative decrease in the number of degrees conferred in home economics as compared with all degrees conferred for the past 10 years. More opportunities for women in other fields is a contributing factor.

    - a relative decrease in the number of degrees conferred in home economics to women when compared with all degrees granted to women in all fields.

    - a lower average annual rate of change in number of degrees granted in home economics than in degrees granted in all fields and at all levels of degrees.

    - a decline in the percentage of women students enrolled in home economics as compared with total women students enrolled in universities and colleges.

* Home economists beginning salaries are among the top for women. Average annual starting salary for an Extension home economist without previous professional experience and with a bachelors degree is approximately $5,464 annually.

* Fifty-eight percent of the home economists in the American Home Economics Association earn more than $5,500 annually, which is $600 more per year than the median full-time salary of $4,900 for women in professional and technical occupations in 1962.

* Recruitment into Extension can be strengthened through:

  - coordinated recruitment efforts
  - better career literature
  - films and slides
  - summer employment opportunities
  - total staff involvement
  - former staff home economists
  - more and better information on Extension opportunities to students, resident and teaching staff, and placement officers
  - participation in professional societies
  - planning

* Recruitment "Into Home Economics" programs can be improved by:

  - more and better information to high school teachers, counselors, and administrators
  - student visits to the university
  - university student ambassadors "back home"
  - speakers bureau
  - use of mass media - news release, radio, television
  - career day programs
  - better career literature

* One study has shown that three important sources of career information for the general field of home economics and Home Economics Extension are "brochures and leaflets," "mother," and "membership in youth organizations."

RECRUITING HOME ECONOMISTS

WHAT IS THE SITUATION?

Recruiting qualified home economists is one of the major personnel problems facing the Cooperative Extension Service.[1] A sample of comments extracted from State Plans of Work[2] for 1964-65 shows the magnitude of the problem.

"Competition is becoming increasingly acute for good staff members. Industries and other universities continue to offer higher salaries and/or rank. The dearth of qualified home economists continues and the turnover is great as young women resign to establish their own homes."

"Extension will continue to have strong competition for home economists. Salaries and working conditions are equal or better in a number of other home economics fields."

"The short tenure of home agents, the competition for trained home economists, and a limited supply of graduates in home economics make it necessary to devote a great deal of time to recruitment."

"The recruitment of county home economics agents continues to be a major problem with an average of 10 to 15 county positions being vacant in our State during most of the fiscal year."

"Home economics graduates often do not know of Extension home economics opportunities."

"Maintaining home demonstration agent positions is becoming increasingly difficult. Turnover in younger home demonstration agents is quite high."

In addition, there continues to be a shortage of trained home economists for State level administrative positions which require responsible experience and advanced education.

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[1]Future references to "Extension" will refer to the Cooperative Extension Service. "FES" will refer to the Federal Extension Service.

[2]Extracted from selected State Plans of Work submitted to the Federal Extension Service for 1964-65 by all State Extension Services.

WHAT ARE EXTENSION'S NEEDS?

During the past six years the average annual appointment rate for Extension Home Economists was 17.3 percent (see Table 1). At this rate, more than 700 home economists must be appointed each year to fill Extension positions. This estimate does not consider any change in personnel needs because of program emphasis or the rapidly increasing number of families to be served. More home economists will be needed just to provide Extension assistance to these new families similar to that now being offered.

The Cooperative Extension Service employs about 5,000 home economists in county, State, and Federal positions. Of this number, about 4,009 were in county positions in 1964, including 3,632 on cooperative appointment and 367 not under cooperative appointment. Cooperative appointment refers to a joint Federal-State appointment. Some States do not place their agents under Federal appointment.

A breakdown of the 5,068 women employed in professional positions by the Cooperative Extension Service in 1964 will show the following: thirteen were directors, 557 area or subject matter specialists, 196 supervisors of county home economics work, 4,009 county home economists (including assistants), 88 4-H Club leaders and 205 county 4-H Club workers. Most of these women have training in home economics.

WHAT ARE THE NEEDS OUTSIDE EXTENSION?

Recent estimates indicate 90,000 persons were employed in home economics occupations in 1962.[3] Nearly 50,000 of these were teachers, 28,000 dietitians, 5,000-6,000 in private business firms and associations, and 5,000 in Cooperative Extension work. Others were research workers, social welfare consultants, and self-employed. These statistics probably do not include all of the home economists employed in the profession, but it is the best information available.

Approximately 15,570 home economists are needed each year to fill new or vacant positions in the United States. This assumes an appointment rate similar to Extension's for all agencies. If a lower rate is used, 12 percent for example, the annual need would be estimated at 10,800 home economists. These estimates are based on current utilization of home economists.

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[3]Bureau of Labor Statistics, U.S. Department of Labor, February 3, 1965.

TABLE 1.--Number of appointments and appointment rate of Cooperative Extension Home Economics Agents and Assistants during a six year period 1959-1964.[a]

Year	County Home Economics Agent			Assistant County Home Economics Agent			Combined		
	Aver. Empl.	No. Appt.	Appt. Rate	Aver. Empl.	No. Appt.	Appt. Rate	Aver. Empl.	No. Appt.	Appt. Rate
1959	2813	301	10.4	896	382	42.6	3709	682	18.4
1960	2856	277	9.6	793	358	45.1	3649	635	17.4
1961	2558	248	9.7	1095	385	35.2	3653	633	17.3
1962	2607	233	8.9	1005	353	35.1	3612	586	16.2
1963	2612	239	9.2	993	386	38.9	3605	625	17.3
1964	2632	221	8.4	1000	401	40.1	3632	622	17.1
Average	2680	253	9.4	964	378	39.2	3643	631	17.3

[a]Federal Extension Service, Turnover of Cooperative Extension Agents, a report prepared annually. These reports are based on FES Personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Does not include employees transferred between State Extension Services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on December 31, of the present year and the previous year and dividing by two. The appointment rate is computed by dividing number of employees appointed by average employment. These figures do not include women county 4-H agents who generally have home economics degrees.

BROADER UTILIZATION

Recently there have been indications that an even greater demand will be created for home economists. The President of the United States, Lyndon B. Johnson, has referred several times to an Urban Extension Service. On one of these occasions at Irvine, California, he said, "I foresee the day when an Urban Extension Service, operated by universities across the country, will do for urban America what the Agricultural Extension Service has done for rural America."[4] Such a program could tremendously increase the needs for trained home economists.

The Housing and Home Finance Agency has recognized the need for work of the type developed by Extension with low-income families who live in housing developments and for Extension work to strengthen and facilitate urban renewal. The Administrator of the Federal Extension Service and the Commissioner of the Public Housing Administration signed an agreement for cooperative services to families in public housing units on February 12, 1964.

President Johnson's Advisory Committee on Consumer Affairs in its report a few months ago strongly recommended expanded Extension work to serve consumers. Extension home economists were already emphasizing this work. An expansion in this work would require more home economists.

Dr. Ellen Winston, United States Welfare Commissioner, discussed recent developments in public welfare programs at the National Workshop for State Extension Home Economics Leaders on March 17, 1965.[5] She pointed out that many of the developments were results of far-reaching amendments to the Social Security act which was passed in 1962 and became effective in July 1963. The major purpose of these amendments was to extend rehabilitative and preventive services, to strengthen family life, and to encourage States to meet the financial needs of the poor somewhat more adequately. The amendment provides authority for the Federal Government to pay 75 percent of the cost of a wide variety of services. Dr. Winston encouraged expansion of the homemaker service and the need for additional training of these women by home economists, social workers, and nurses. She spoke of Extension home economists working together with welfare workers, teachers, nurses and members of various other professions in diffusing information to segments of our population not now being reached. Could this kind of emphasis require additional professional home economists for public welfare and Extension staffs

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[4]President Lyndon B. Johnson's remarks at site dedication ceremonies, The University of California, Irvine, June 20, 1964.

[5]Dr. Ellen Winston, "Working Together in the Other America," Talk delivered at the National Workshop for State Extension home economics leaders, Lincoln, Nebraska, March 17, 1964.

Farmers Home Administration is placing a limited number of assistant county supervisors (home) on their staffs to work with low-income rural families in selected areas. These home economists will work with one or more county supervisors in distressed counties to help individual families overcome their financial and home management problems. For example, they will be expected to be well versed in programs such as social security benefits, welfare, health, and education of the various agencies in order to advise families about programs of special benefit. These county positions will be established at grade GS-5 and GS-7 level.

The Vocational Education Act of 1963 authorized Federal grants to States to assist in maintaining, extending, and improving existing programs. In addition, it authorized development of new vocational or retraining programs for persons of all ages in all communities. These programs will be specifically designed to suit the needs, interest, and abilities of their audience.[6] Funds may be used for vocational education to fit individuals for gainful employment in any occupation involving knowledge and skills in home economics subjects. Increased emphasis in this program will require additional home economists to provide the training.

These developments indicate the increasing need for trained home economists. Are sufficient numbers being trained to meet the needs?

WHAT ARE THE SOURCES?

DEGREES CONFERRED

A total of 10,296 degrees were conferred in home economics in 1964.[7] This was 1.7 percent of the total degrees conferred in all fields. Ten years ago, in 1955, home economics degrees comprised 2.2 percent of the total. This downward trend has been continuing since that time. One contributing factor has been the increased number of opportunities for women in fields previously dominated by men. Table 2 provides detailed statistics.

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[6]U.S. Congress, Vocational Education Act of 1963, Public Law 88-210, 88th Congress, 1st Session, 1963, p. 1.

[7]Home Economics degrees includes those granted in "Education" for teaching majors.

DEGREES CONFERRED BY LEVEL

An analysis of the trend in home economics degrees granted as a percent of the total degrees granted by level of degree shows a relative decrease at the bachelors level. The masters and doctorate levels are maintaining their relative position.

In 1964, 1.8 percent of all bachelors degrees granted were in home economics as compared to 2.5 percent in 1955. This downward trend has been consistent for the 10 year period cited (see Figure 1).

Degrees granted at the masters and doctorate levels in home economics have fluctuated more in their relative position when compared with degrees granted in all fields at these levels. The number of degrees granted in home economics at the masters level seems to be holding its relative position. Those granted at the doctorate level appear to be increasing their relative position.

TREND IN HOME ECONOMICS DEGREES GRANTED AS A PERCENT OF TOTAL DEGREES GRANTED FOR SELECTED YEARS BY LEVEL[a]

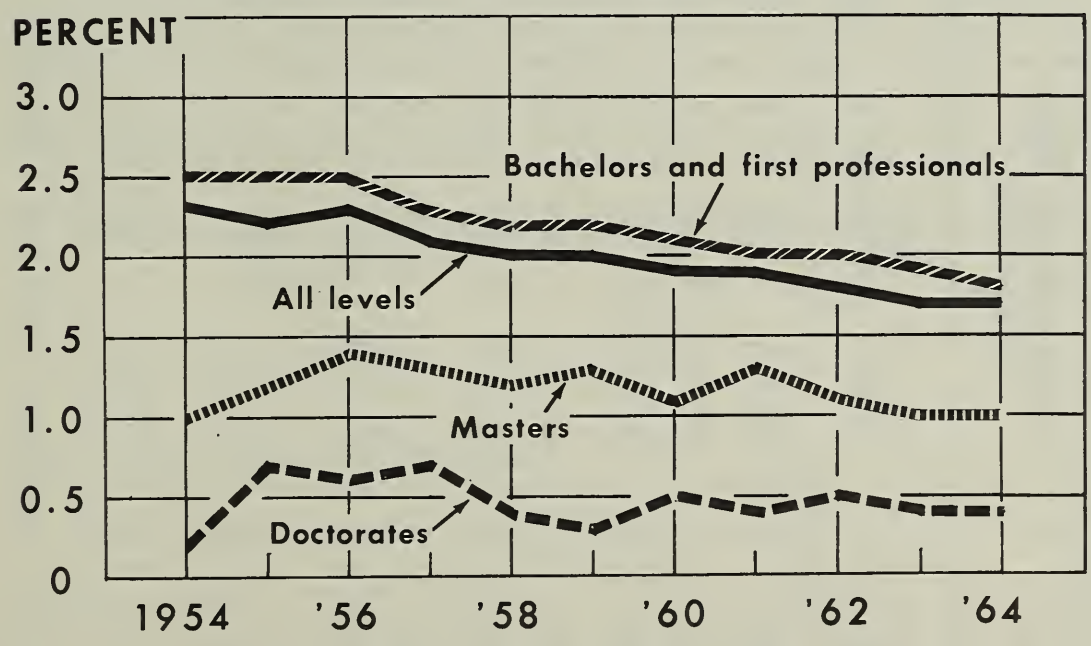

FIGURE 1

[a]Statistics from U.S. Department of Health, Education, and Welfare, Office of Education, Division of Educational Statistics.

TABLE 2.--Number of degrees conferred in all fields of study and in home economics with percent home economics by level and year: Aggregate United States, 1955 to 1964.[a]

Year Ending June 30	All Levels			Bachelors and First Professional			2nd Level (Masters except Professional)			Doctorates (Ph.D., Ed.D., etc.)		
	Total	Home Economics	%	Total	Home Economics	%	Total	Home Economics	%	Total	Home Economics	%
1964	617,716	10,296	1.7	502,104	9,245	1.8	101,122	1000	1.0	14,490	51	.4
1963	551,810	9,437	1.7	447,622	8,454	1.9	91,366	927	1.0	12,822	56	.4
1962	516,996	9,248	1.8	420,485	8,264	2.0	84,889	930	1.1	11,622	54	.5
1961	490,628	9,236	1.9	401,784	8,212	2.0	78,269	979	1.3	10,575	45	.4
1960	479,214	9,240	1.9	394,889	8,354	2.1	74,497	836	1.1	9,829	50	.5
1959	464,095	9,206	2.0	385,151	8,295	2.2	69,584	877	1.3	9,360	34	.3
1958	440,304	8,725	2.0	365,748	7,883	2.2	65,614	805	1.2	8,942	37	.4
1957	411,058	8,757	2.1	340,347	7,900	2.3	61,955	799	1.3	8,756	58	.7
1956	379,495	8,661	2.3	311,298	7,791	2.5	59,294	821	1.4	8,903	49	.6
1955	354,445	8,016	2.2	287,401	7,250	2.5	58,204	705	1.2	8,840	61	.7

[a]Statistics from U. S. Department of Health, Education, and Welfare, Office of Education, Division of Educational Statistics.

DEGREES CONFERRED ON WOMEN

The total earned degrees conferred on women in home economics compared with the total earned degrees conferred on women in all fields shows a gradual decline in the percent of degrees earned in home economics. In 1959, 6.3 percent of all earned bachelors and first professional degrees by women were in home economics compared to 4.0 percent in 1964. This trend is also true for masters degrees. The percentage of earned doctorates in home economics has remained more constant, although the trend is similar (see Table 4).

ANNUAL RATE OF CHANGE

If the average annual rate of change in number of degrees granted from year to year is compared for all fields and for home economics for the past 10 years, all fields average an increase of 5.67 percent as compared with 2.02 percent increase in home economic degrees. Further analysis by level of degree shows that the same trend is true for all levels (see Table 3).

It is felt that these average figures are more valid than a contrast between selected years since the years selected could bias the outcome and the results would only be valid for those particular years. A trend should be more useful.

TABLE 3.--Comparison of average annual rate of change for degrees granted in all fields and home economics, 1955-1964, by level.[a]

Levels	All Fields	Home Economics
All Levels	5.67	2.02
Bachelors and First Professional	5.52	1.91
2nd Level (Masters except 1st.-Prof.)	6.49	3.22
Doctorates (Ph.D., Ed.D., etc.)	5.90	7.58

[a]Computed by Glover's Method of Moments - See J. W. Glover, Tables of Applied Mathematics in Finance, Insurance, Statistics (George Wahr, 1930, pp. 470-483). Data from U.S. Department of Health, Education, and Welfare statistics. See Table 2 for figures used in computations. The author wishes to thank Mr. Charles H. Wittmann, Economic Research Service, U.S. Department of Agriculture for calling his attention to the method.

TABLE 4.--Total earned degrees conferred on women, by level, compared with total earned degrees conferred on women in home economics: Aggregate United States[a] 1959-1964.[b]

YEAR	LEVEL OF DEGREE: Bachelors and First Professional			2nd Level (Masters except 1st-Prof.)			Doctorates (Ph.D., Ed.D., etc.)			Combined		
	Total	Home Economics	%	Total	Home Economics	%	Total	Home Economics	%	Total	Home Economics	%
1964	202,291	9,148	4.0	32,110	982	3.1	1,535	46	3.0	235,936	10,176	4.3
1963	175,842	8,381	4.8	28,474	902	3.2	1,374	52	3.8	205,690	9,341	4.5
1962	158,470	8,213	5.2	26,184	907	3.5	1,245	48	3.9	185,899	9,168	4.9
1961	145,514	8,174	5.6	24,481	953	3.9	1,112	38	3.4	171,107	9,165	5.4
1960	139,385	8,289	6.0	23,560	821	3.5	1,028	44	4.3	163,973	9,154	5.6
1959	130,283	8,251	6.3	22,176	863	3.9	989	30	3.1	153,448	9,144	6.0

[a]The term "Aggregate United States" refers to the 50 States, the District of Columbia, and outlying parts (Canal Zone, Guam, and Puerto Rico).

[b]Data from "Earned Degrees Conferred, Bachelor's and Higher Degrees," reports. Washington: U. S. Government Printing Office, 1961-62, 1960-61, 1959-60, 1958-59, and Office of Education, U.S. Department of Health, Education, and Welfare.

TRENDS IN ENROLLMENT

In this study we are primarily interested in recruitment and employment of trained home economists. Therefore, statistics on number of degrees conferred are more directly related to our interest than enrollment. This is true, because students may enroll in one or two courses in home economics without interest in obtaining a degree in the field. Applicants for professional home economics positions must have their degree. However, as a matter of interest, it may be well to consider the enrollment picture.

The percent of women students enrolled in home economics as compared with the total women students enrolled has constantly declined since 1951.[8] In 1951, 17.1 percent of the women students enrolled in institutions granting degrees in home economics were enrolled in home economics as compared with 9.8 percent in 1963. In actual numbers, there has been an increase in resident women enrolled in home economics from 65,245 in 1951 to 87,594 in 1963 (see Table 5).

Opportunities for careers in a wider number of fields is one factor contributing to this decrease in the percentage of women students enrolled in home economics. In the Endicott Survey conducted in November of 1964 among 200 companies, 92 of the companies hired a total of 896 coeds.[10] These companies indicated they would hire more women in 1964 if qualified graduates could be found in such fields as mathematics (data processing), engineering, accounting, chemistry, physics, market research, and secretarial studies.

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[8]U.S. Department of Health, Education, and Welfare, Home Economics in Institutions Granting Bachelors or Higher Degrees 1961-62, Office of Education.

[9]Resident women include those in residence and does not include those enrolled in Extension, mail, radio, or television degree-credit courses. In 1961, there was a total of 86,053 students enrolled in home economics including 78,439 women in residence, 5,941 men in residence, 1,105 students in Extension and 568 students in mail, radio, or television.

[10]Frank S. Endicott, Trends in Employment of College and University Graduates in Business and Industry, 1964, nineteenth annual report, Northwestern University, Evanston, Illinois, p. 4.

TABLE 5.--Number of institutions granting degrees in Home Economics, number of women students enrolled, and number and percent of women enrolled in Home Economics; Aggregate United States, each biennium, fall 1951 to fall 1963.

Fall	Number of institutions	Total women students enrolled[1]	Number of resident women in home economics[2]	Percent of women students enrolled in home economics
1951	415	380,909	65,245	17.1
1953	430	435,140	64,154	14.7
1955	453	527,613	69,103	13.1
1957	442	560,213	71,769	12.8
1959	437	654,935	71,470	10.9
1961	427	776,208	78,439	10.0
1963	406	891,802	87,594	9.8

[a]Data from "Opening (Fall) Enrollment in Higher Education, Institutional Data, Washington U. S. Government Printing Office. (Office of Education, U. S. Dept. of Health, Education, and Welfare.) (Published fall 1951, 1953, 1955, 1957, 1959, 1961, 1963.)

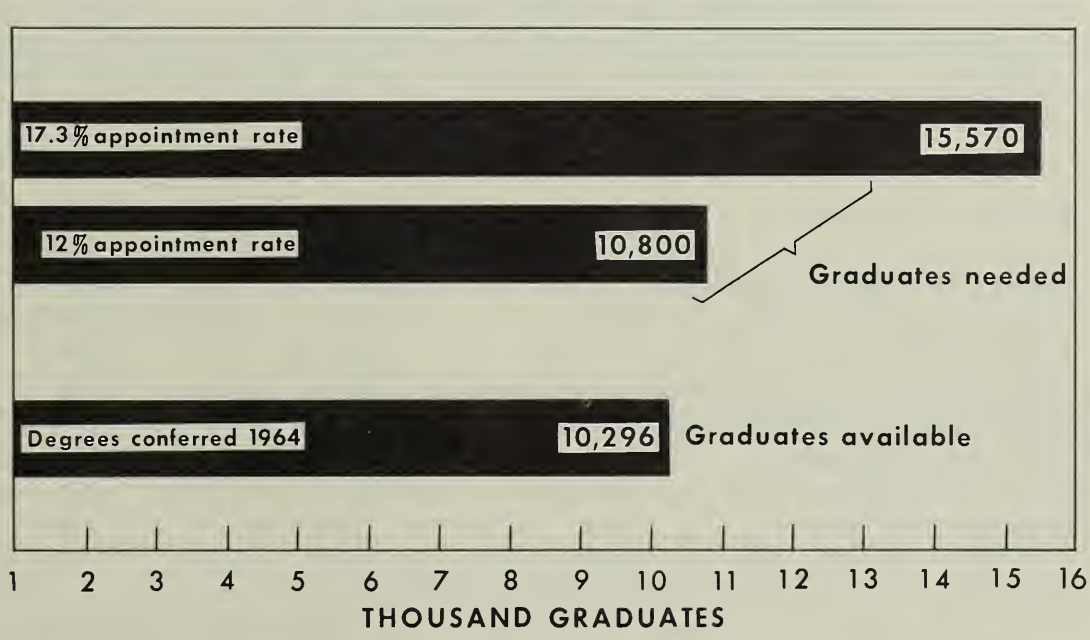
[b]Data from questionnaires returned for biennial surveys conducted by the Home Economics Education branch, Office of Education, U. S. Dept. of Health, Education, and Welfare. Includes majors, nonmajors, graduate, and undergraduate women students.

NUMBER VS NEED

The need for trained professional home economists exceeds the number earning degrees in that field. In 1964, 90,000 persons were employed in home economics. If we use the Extension appointment rate of 17.3 percent (see Table 1) there would be an annual need for 15,570 home economists each year. This is 5,274 more than the total graduates at all levels in home economics in 1964 (see Table 2).

If we feel this appointment rate is too high, we could arbitrarily reduce it by 5 percent to a rate of 12 percent. At this rate there would be an annual need for 10,800 home economists or 604 more than the total 1964 graduates in home economics at all levels.

COMPARISON BETWEEN NUMBER OF DEGREES GRANTED IN HOME ECONOMICS IN 1964 AND ESTIMATED GRADUATES NEEDED *



*ESTIMATES BASED ON 1964 EMPLOYMENT OF 90,000 GRADUATES.

FIGURE 2

The figures above presume employment of every home economics graduate in a professional home economics position. This is not realistic! In order to more accurately determine the supply of home economics graduates available for employment, we need to know something of their employment status following graduation.

The latest reports received by the Home Economics Education Branch, Department of Health, Education, and Welfare showed that 4,416 persons were prepared to teach home economics by 234 institutions in 1962-63.

Of these 4,416 persons, 64.8 percent were employed in professional home economics positions. About 17 percent of the graduates were not available for employment, 12.7 percent were married and not employed, and 4.0 percent were studying full-time.

TABLE 6.--Number and percent distribution of persons prepared to teach in vocational home economics programs in 234 institutions by employment status in the first year following graduation; aggregate United States, 1962-63.[a]

Employment Status	Number	Percent
Number of persons	4,416	100.0
Teaching home economics	2,645	59.9
Teaching other subjects only	255	5.8
Studying full-time	178	4.0
Married and not employed	559	12.7
Cooperative Extension Service	218	4.9
Other occupations	274	6.2
Seeking employment	71	1.6
Status unknown	216	4.9

[a]U.S. Department of Health, Education, and Welfare, Enrollment in Home Economics Education and Employment Status of Graduates the First Year Following Graduation 1962-63, Office of Education, OE-83013, September 1964, p. 10.

Similar data is not available for home economics graduates in fields other than education. Since home economics education graduates represent almost 50 percent of the graduates in the field, (of the

9,425 bachelors degrees awarded in 1964, 4,343 were in home economics education), we can assume that the overall trend in the employment status of home economics graduates the first year following graduation might be similar.

To account for the graduates with home economics degrees but not available for employment (16.7 percent), we must reduce our figure of 10,296 graduates in 1964 by 1,718. This leaves only 8,578 graduates available for employment. Using the requirement figure of 15,570, we have a need of 6,992 more graduates than are available. Or, using the figure of 10,800 graduates needed, we need 2,222 more than were graduated in 1964.

The opportunities for employment in the home economics field are tremendous and all agencies concerned must take steps to tell girls of these opportunities and the challenging work. We must recruit students into home economics, keep them in it, and then recruit them into our agencies. An improved recruitment program is a must!

WHAT ARE THE SALARIES?

STARTING SALARIES

Recent graduates with a bachelors degree in home economics were paid starting salaries ranging from $4,000 to $5,700 a year in late 1962 by private industry.[11] A survey of 14 well-known business and industrial concerns by Frank S. Endicott of Northwestern University in late 1964 showed home economics starting salaries to average $5,112 annually.[12] Home economists with bachelors degrees and without professional experience entered the Federal service at a starting salary of $5,000 in 1964.

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[11]U.S. Department of Labor, Job Horizons for College Women in the 1960's, Women's Bureau, Bulletin 288, p. 14.

[12]Endicott, loc. cit.

Home economists employed by the Cooperative Extension Service as assistant Extension home economists were paid an average starting salary of $5,464 per year in 1964.[13]

It is difficult to determine the relative position of home economics starting salaries with other starting salaries for women. It seems safe to say that beginning salaries for home economists are among the top for women. Only women in fields such as engineering, physics, chemistry, math, and biological sciences tend to receive higher starting salaries.

OVERALL SALARIES

A survey by the American Home Economics Association in the spring of 1962 showed that 73.3 percent of AHEA members earned between $4,000 and $7,499 per year. Twenty-one (20.9) percent were paid $7,500-$15,000 and 5.4 percent were paid under $3,999 per year.[14] A more detailed breakdown is shown in Table 7.

TABLE 7.--Salaries paid members of the American Home Economics Association as determined by a survey by AHEA, spring 1962.[a]

Salary Range	Percent
Under $3,999	5.4
$4,000-$5,499	36.6
$5,500-$7,499	36.7
$7,500-$9.999	16.3
$10,000-$15,000	4.6
Over $15,000	0.4

[a]Profiles of the Home Economics Profession, Journal of Home Economics, Vol. 55, No. 6, June 1963.

[13]Personnel Management Inventory conducted by Personnel Management Branch, Federal Extension Service, October 1964.

[14]"Profiles of the Home Economics Profession," Journal of Home Economics, Vol. 55, No. 6, June 1963. p. 394.

A high correlation between advanced degrees and high salaries was indicated in the 1962 AHEA survey. For example:

* The largest number of Ph.D.'s (45.9 percent) were paid $10,000 to $15,000.

* More Ed.D's reported the $7,500 to $9,999 salary range than any other.

* B.A. and B.S. degree holders reported the $4,000 to $5,999 salary range more than any other, and more of these individuals were in the "under 25" age bracket.

* Members with masters degrees fell predominately into the $5,500 to $6,499 salary range.

Fifty-eight percent of AHEA members earned more than $5,500 in 1962 which placed them well above the medium full-time salary of $4,900 for women in professional and technical occupations that same year.[15]

COMPARISON OF EXTENSION SALARIES WITH FEDERAL SALARIES

Sometimes the question is asked, "How do Extension salaries compare with the General Schedule (GS) salaries of the Federal government?" For example--the beginning salary for a college graduate in home economics without professional experience. A recent personnel management survey of the State Extension Services indicated that such an individual could expect an average minimum starting salary of $5,464 annually. The average maximum starting salary was $6,031 annually.

The Federal government would hire this same individual at either the GS-5 or GS-7 level. Students with above average academic records can be hired at the GS-7 level as "quality graduates." Starting salaries for GS-5 and GS-7 positions are $5,000 and $6,050 respectively.[17]

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[15]U.S. Department of Labor, loc. cit., p. 48.

[16]Personnel Management Inventory, loc. cit.

[17]Public Law 87-793, 87th Congress, Federal Salary Reform Act of 1962, October 11, 1962.

It is difficult to compare salaries because of many unknowns. However, if the minimum Extension starting salary of $5,464 (as indicated by the personnel management survey) is compared with the GS-5 starting salary $5,000, the Extension salary is $464 higher. On the other hand, if the Extension average minimum starting salary is compared with the GS-7 starting salary of $6,050, the GS-7 salary is $586 higher. The GS-7 salary is $19 higher than the maximum average starting salary in Extension of $6,031 as reported in 1964.

Other factors such as the requirement for cars, longer working hours including evening work point up the need of keeping Extension salaries competitive.

TABLE 8.--A comparison of Home Economics Agents average salaries by position with selected GS-grades, United States, September 1964.[a]

GS GRADE	GS SALARY STEP 1	POSITIONS AND WEIGHTED U.S. AVERAGE SALARY[b]					
		HOME ECONOMICS AGENT		ASSOCIATE HOME ECONOMICS AGENT		ASSISTANT HOME ECONOMICS AGENT	
		Average Salary	Diff.	Average Salary	Diff.	Average Salary	Diff.
5	$5000	$7357	+$2357	$6177	+$1177	$5513	+$ 541
7	6050	7357	+ 1307	6177	+ 127	5513	- 537
9	7220	7357	+ 137	6177	- 1043	5513	- 1707
11	8650	7357	- 1293	6177	- 2573	5513	- 3137

[a]GS salaries are based on the pay scales under the Classification Act of 1948, as ammended by the Federal Employees Salary Act of 1964 and effective July 1964. Educational requirements for GS starting salaries are as follows: Bachelors Degree GS-5 - GS-9, Masters GS-7 - GS-9, and Ph.D GS-9 - GS-12.

[b]Home Economics average salaries are based on the report "Annual Salaries of County Home Demonstration Agents-September 1, 1964," Federal Extension Service, U.S. Department of Agriculture.

A comparison can be made of the average salaries of the various home economics agents positions with selected GS grades. Again it is difficult to compare because of unknown factors such as years of experience, education, etc. Even so, it is of interest to consider this comparison. Table 8 presents the data.

The average salary for all positions of home economics agents is higher than the GS-5 Step 1 salary. The average salary for assistant home economics agents in about $537 per year lower than the GS-7 Step 1 salary. The average salary of home economics agents and associate home economics agents is higher than the GS-7 Step 1 salary. The home economics agent's salary of $7,357 annually is $137 higher than the GS-9 Step 1 salary of $7,220. All average salaries for Extension home economists' county positions are below the GS-11 Step 1 salary.

From a competitive viewpoint, this comparison indicates the Extension home economics agent's average salary is competitive with GS-5, GS-7, and GS-9 Step 1 salaries but not competitive with GS-11 Step 1 salaries. The Extension assistant home economics agent's average salary is competitive with GS-5 Step 1 salary only.

There are regional differences in Extension salaries. Therefore, some States would be more or less competitive than others with Federal salaries. In a survey conducted by the Personnel Management Branch, Federal Extension Service, fall 1964, college graduates with a bachelors degree and without professional experience in the field of home economics were started from an average minimum salary of $5,422 in 49 States to an average maximum beginning salary of $6,031 annually in 35 States. Table 9 shows the regional comparisons.

TABLE 9.--Average annual beginning Extension salaries for home economics graduates without professional experience, by region, fall 1964.[a]

AREA	MINIMUM	MAXIMUM
U.S. Total	5422	6031
Northeast	5410	5998
North Central	5553	6063
Southern	4751	5554
Western	6035	6736

[a]Personnel Management Inventory conducted by Personnel Management Branch, Federal Extension Service, October 1964.

WHAT DO COLLEGE HOME ECONOMICS STUDENTS KNOW ABOUT EXTENSION

What students think about an organization affects their attitudes toward seeking employment in the organization. Dr. Mary Nell Greenwood, Assistant Director of Home Economics, Missouri, conducted a study in 1963 to determine the knowledge which freshmen and senior home economics students in six selected Missouri colleges had of the Missouri Extension Division.[18] In this study the participating students were asked to indicate the amount of helpful career information they had received from 25 different sources for the general field of home economics and for Home Economics Extension. An analysis and interpretation of the data indicated the following:

1. College students receive more helpful career information for the general field of home economics than they receive for the specific career of Extension.

2. Students' participation in Extension programs and activities strongly influences their receiving information on the Extension division and its home economics career opportunities.

3. The type of institution attended affects the Extension career information freshmen students receive.

4. Individuals and organizations, closely allied with the Extension division are important sources of Extension career information for students.

5. Students receive little helpful home economics career information during high school.

6. Three important sources of career information for the general field of home economics and home economics Extension are "brochures and leaflets," "mother," and "membership in youth organizations."

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[18] Mary Nell Greenwood, "Factors Associated with Knowledge of the Missouri Extension Division held by Freshmen and Senior Home Economics Students in Six Missouri Colleges and Universities," (unpublished Ph.D. dissertation, National Agricultural Extension Center for Advance Study, University of Wisconsin, 1963).

In her study Dr. Greenwood measured the respondents' level of knowledge of the Missouri Extension Division with special emphasis on home economics programs and home economics career opportunities.[19] The following conclusions were drawn:

1. Most college students have some knowledge of the Missouri Extension Division.

2. College students are better acquainted with the program and organizational aspects of Extension than with factors pertaining to Extension employment.

3. Even though the majority of students recognize Extension's primary function as education, they do not associate the Extension Division with the University of Missouri.

4. Most college students select their chosen careers with only limited knowledge of the Missouri Extension Division, particularly its employment requirements and opportunities.

This study points out the urgent need to acquaint students with the varied opportunities for employment in the Cooperative Extension Service. A strong and vigorous recruitment program can help.

WHAT CAN BE DONE TO STRENGTHEN RECRUITING PROGRAMS?

There are two phases of home economics recruitment which concern the Cooperative Extension Service--recruitment into home economics and recruitment into home economics Extension. Methods and techniques found effective will be discussed below.

RECRUITMENT INTO HOME ECONOMICS EXTENSION

1. Coordinate Recruitment Efforts: Coordination of the total State recruitment program is believed to be a good first step in any State Extension Service recruitment program.

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[19] *Ibid.*, p. 161-163.

In the monograph, "Staffing Decision in the Cooperative Extension Service" the authors state, "There are some salient questions that need to be answered before the decision is made as to whom should provide leadership for recruitment." Is it possible that the statement, "When everybody is responsible for a function then really no one is responsible" might hold true in the Extension Service? If there is no coordination of recruitment throughout a State, is it not possible that there may be competition between supervisors for the same person, and that pressures may be applied upon the applicant that may leave an unfavorable impression of the organization. Is it possible that without coordination there may be pirating of personnel from one district to another, or the reverse of this procedure, the concealing of a potential candidate within a district when this person may be the best qualified individual for the position that is available?"[20]

Coordination of recruitment efforts by an individual does not relieve the responsibility of the other staff members for recruitment. The staff member assigned the coordinating function will merely have the administrative responsibility for pulling together information, promoting Extension careers, maintaining a centralized contact point, maintaining the file of potential employees and screening applicants. The supervisors are relieved of much detail, have more time for program supervision, and yet retain their responsibility for final selection and placement within their district. This is mere staff assistance, the supervisors are ultimately responsible and this responsibility cannot be delegated. It is only good management to make use of staff personnel to help. Recruitment is a team effort, but it does need some centralized leadership.

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[20]Alton C. Johnson and Robert W. McCormick, Staffing Decisions in the Cooperative Extension Service, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin, 1962, p. 34.

2. Career Literature: Well-written leaflets and brochures with sales appeal help tell about the challenging opportunities in Home Economics Extension. Content of these brochures is important! A recent study showed that graduates were more interested in the type of work and the opportunities available than in fringe benefits.[21] The Peace Corps recruitment program is an example of an appeal based on the opportunity to serve in something worthwhile. Students are interested in the organization's standing in its field, its location, benefits and other facts, but the emphasis should be placed on "the job."

Recruitment programs are becoming more and more competitive. It might help to emphasize that Extension home economists work closely with a group of co-workers, including agricultural and 4-H agents; use radio and T.V. and drive cars. Some girls might be interested in knowing that they work with audiences other than women. They need to know they have the support of a staff of specialists to help them. Recruitment literature must be current and modern in its outlook. It competes with many other types of printed information aimed at the student. It must be attractive and appealing to be read and to achieve its purpose.

3. Films and Slides: Visual aids are valuable in career day and other programs.[22] Develop a film showing an Extension home economist performing some of the tasks of her job. Show the film to all students in the College of Home Economics at schools and universities.

Develop a set of slides with an accompanying narrative. Make several sets, depending on need, for distribution to county staff members to use in club programs, school meetings, and career days. Be sure films and slides portray the image and story you want told.

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[21]David M. Kopko, "The Importance of Recruiting Literature," Journal of College Placement, Vol. 19, No. 2, December 1958, pp. 57-58.

[22]A review of a State plan of work reveals many plans in this area. Some of them are: Arkansas is developing a slide series and film pertaining to work of county agent. North Carolina is developing set of slides and narrative talks to be used by Extension staff to explain employment opportunities in Extension. Oklahoma has a color film on the work. Texas plans to present opportunities of Extension careers through flip charts, slides, exhibits, radio and television.

4. Summer Employment Opportunities: Establish "Agent-in-Training" or "Trainee" positions for selected students between their junior and senior year of college. Many State Extension Services already use this technique and reports indicate it is quite successful. In 1964, thirteen States had an undergraduate field experience course offered for credit, three provided pay and credit. The number of private companies using the summer employment technique increased from 43 percent to 63 percent over a recent three-year period.[23] The main advantage of this type employment is the opportunity it gives the individual and Extension to get better acquainted. The most promising "trainees" who desire permanent employment upon graduation may be given leave without pay during their senior year. It is entirely appropriate to grant Federal Cooperative appointments at the beginning of the summer employment.

It is highly important that these "trainee" jobs be real training experiences and not menial service type positions. Trainees should be placed with successful, enthusiastic Extension agents in counties having an active and forward looking program where good cooperation exists among the total staff. Students should get their feet wet in Extension work through participating in significant experiences. They "learn by doing." During these experiences, students can learn "to admit you do not always know the answer is better than trying to bluff your way through." They learn that time spent thoroughly preparing a demonstration, talk, radio or TV show is time well spent. They gain self-confidence in appearing before groups and meeting people. They become convinced that Extension is doing an important and worthwhile job! They find great personal satisfaction in Extension work.

Qualification standards for these positions should be set high enough to create an attitude of "prestige" on the part of student bodies. This causes students to feel the "best" students are being selected by Extension and tends to improve their image of Extension workers. If qualification standards are too low, the reverse is true and the attitude, "Anyone can get into Extension" will cut down the number of applicants.

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[23]The Conference Publication Board Record, National Industrial Inc., College Recruitment in 1964, February 1964, Vol. 1, No. 2, p. 30.

Title I of the Economic Opportunity Act provides authority for funds to be granted to Universities and Colleges for part-time work study programs for students from low-income families. Summer assistantships could be set up under this program, or you could set up part-time jobs on campus for students. The students could work two hours per day, for example, in a specialist's office gathering information, assembling information, and assisting the specialist in other ways that would benefit both.

5. Total Staff Involvement: Prepare a fact sheet concerning vacancies and other recruitment information to be distributed to the total staff. Request them to submit names of good prospects.

Request agents to inform the individual coordinating home economics recruitment on the State staff of all girls coming to the campus from their county, not only 4-H members. Someone should get acquainted with these girls and stay in touch through their years of study.

Providing opportunities for staff to be involved in recruitment helps improve staff morale and usually results in top quality candidates, since everyone hired will become co-workers of those making the recommendations.

6. Former Home Economists: Maintain a list of home economists who have resigned to marry, have a family, or accompany husband to a new location. Keep their addresses current and if they move out of the State, write this information to the appropriate staff member in the new State. In the report of the Fifth National Administrative Workshop on Cooperative Extension Administration, some other means of keeping in touch with former agents suggested were:[24]

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[24]George H. Axinn, "The Relationship of Personnel Selection and Salary Administration to the Organizational Effectiveness in the Cooperative Extension Service in Michigan." (Unpublished Ph.D. thesis, University of Wisconsin, 1959.)

a) Mail the Extension house organ to these people.
b) Mail home economics specialist newsletters.
c) Send invitations to special banquets and meetings during Extension workers conference when appropriate.
d) Include on invitation lists to homemakers, college weeks or short courses.
e) Distribute a regular "circular" letter to all ex-home economics agents from the State leader of Home Economics Extension.
f) Periodically employ ex-home economics agents as part-time specialists to do specific leader training tasks (or involve them in volunteer leader work on a local basis).[25]

7. Acquaint Students on Campus with Extension Opportunities: Make it a point to know as many home economics students as possible, show an interest in their work, and let them know something of your interesting and challenging work. If there is more than one college of home economics in the State, the district supervisor of the district where the college is located will want to give special attention to that student body. Teas and receptions have been standard procedures for getting students acquainted with faculty. Extension workers should make special efforts to participate in these activities. A special tea or reception could be held to acquaint students with opportunities in Extension home economics. In her study Dr. Greenwood made the following recommendation about this important area.[26]

"Policies and procedures should be established for maintaining personal contact with all home economics college students--not just those participating in Extension programs or those living in rural areas. For example, County Extension home economists should be encouraged to place high priority on becoming personally acquainted with all home economics students in their counties.

Such policies would help assure that all students have an opportunity to obtain information concerning the land-grant college system, the educational role of the Extension Division, and the research findings and other educational information."

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[25]Comment in parentheses added by author.

[26]Greenwood, loc. cit., p. 171.

Could State Extension staff get a list of home economics students by counties and forward to the county workers? These students could be enlisted to assist in county activities such as judging events or giving demonstrations and talks. These would be excellent ways for them to get better acquainted with Extension and for Extension to get to know them.

8. Acquaint Resident and Teaching Staff with Extension Opportunities: Get to know resident and teaching staffs in home economics and insure that they know about the opportunities available in Extension. Dr. Greenwood in her study stated:[27]

> "Extension Home Economists, particularly State staff personnel, should continue their efforts to acquaint their research and resident teaching colleagues at the university with the challenges, responsibilities, opportunities, and limitations associated with Extension work as well as the personal satisfactions to be attained from a career in Extension. Furthermore, Extension Home Economists should establish close working relations with Home Economics Departments at all colleges. Through such alliances, these home economists should more fully recognize the similarities of their educational undertakings and gain greater appreciation of the satisfactions to be derived from them."

Involvement of resident and teaching staffs in some Extension projects or study is an excellent way to gain the benefit of their valuable experience and let them get better axquainted with Extension. Invite them to attend conferences and other meetings which will aid in a better understanding of Extension's work challenge and its personnel needs. Send copies of technical reports, papers, developed and other information of a professional nature about Extension to appropriate staff members. Using resident teaching and research staff members as consultants when appropriate will provide additional orientation and better understanding of the problems and programs of Extension.

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[27]Greenwood, loc. cit., p. 170.

9. Acquaint Placement Officers with Extension Opportunities: College and university placement officers are in key positions in student recruitment. Every effort should be made to insure they understand the opportunities available in Home Economics Extension and have appropriate literature to distribute. Close working relationships should be maintained between the person coordinating Extension recruitment activities and the placement officer. Invite them to appropriate meetings. Ask them to talk on "Career Opportunities." Send them copies of appropriate personnel research and management reports. Invite them to your "open house" functions. A continuous liaison should be maintained with these key university officials.

10. Be Active in Professional Societies: An excellent means of interesting experienced professional personnel in challenging employment is through professional meetings. Extension should encourage and support its home economists to present papers or participate in other professional activities that will gain recognition of their professional reputation and achievements.

Active participation in the local Home Economics Professional Association should be encouraged. Agents should be encouraged to attend as many of the various home economics professional meetings as possible. If they are attending with a specific aim of recruitment, they should be well briefed on the appointment and employment procedures.

11. Budget for Recruitment: Analyze previous turnover records and set up a budget for recruitment accordingly. Instead of hiring graduates, effective July 1, plan your budget so you place them on the payroll in June when most other organizations employ June graduates. Some girls may want to wait a month before beginning permanent employment, but you should be in a position to hire immediately if necessary. Hire enough to take care of vacancies occurring during the year by using Federal and State funds. These "extras" can be assigned to training positions and placed when needed.

RECRUITMENT INTO HOME ECONOMICS

Before students can be recruited into Home Economics Extension they must first be recruited into home economics as a field of study. Extension has a very definite interest in this type of recruitment, since an increase in the number of home economics graduates increases the number of potential applicants for Extension positions.

Many excellent materials already exist to help with this job. As a first step you might want to review what is available. Some ideas to use in encouraging students to select home economics as a career are:

1. Career Literature: Prepare or make available literature which describes the opportunities for careers in home economics. Every county Extension office should have this information available for distribution. Many county offices maintain files of information about various career opportunities to use in their career exploration programs. Insure adequate information is provided regarding all possibilities in home economics and not only Extension. Simple and appealing literature can be prepared for all levels, junior and high school, calling attention to home economics. "Thinking About Your First Job" or "Your Future in Home Economics" are examples of titles that might be used.

2. Exhibits: There are many types of exhibits that can be used to call attention to home economics as a career. Aim for the attention of students and parents. Some possibilities are:

a. Use the caption, CAREERS IN HOME ECONOMICS, on a display type exhibit with slots prepared for 8 x 10 photos. Appropriate captions can be inserted. Photos could be of successful young women in various home economics careers. They would serve as "silent salesmen for home economics college education." Offset reproduction would make mass distribution easy and inexpensive. Exhibits could be placed in high schools, banks, and various other public places.

b. Tell the HOME ECONOMICS STORY through an exhibit constructed of four 3 x 4 panels fastened together to form a huge box. Mount the "box" on a pipe with a base sufficient to hold it upright. Place a motor on the pipe to turn the exhibit. Prepare a message for each panel. Use at fairs, career days, and other appropriate places.

c. Prepare a traveling exhibit to be used throughout the State during career days, fairs, and other meetings.[28] Have someone responsible for home economics recruitment accompany the exhibit to answer questions and distribute appropriate literature.

3. Filmstrip: Develop a filmstrip telling about the challenging work in home economics careers. If you don't want to develop your own, the American Home Economics Association has an excellent one "A New Look at Home Economics Careers." It is a 78 frame color filmstrip that can be shown in 12 minutes.

4. Contact School Teachers, Counselors, and Administrators: Every opportunity should be taken to increase the knowledge of people regarding the expanding opportunities in home economics. Too often, the decrease in the percentage of women enrolled in home economics and the alignment of home economics with agriculture have not produced the proper image. Teachers and counselors are in strategic positions to provide students with information on careers. It is imperative that they understand the challenging careers in home economics and the varied opportunities for employment in all agencies. Appropriate career literature and other helps should be provided these educators. Invite them to attend meetings and conferences that will provide for an interchange of information and understanding of personnel needs.

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[28]South Dakota Extension Service in its Project 8 plan of work stated, "During the late 1940's and through 1957 a traveling Extension education exhibit was prepared and displayed in a number of counties throughout South Dakota. The primary purpose of this exhibit was to create awareness and interest in Extension programs and in recommended practices and applicable research findings. The exhibit was in the form of a series of educational booths. Each booth depicted an educational subject or program and was manned by Extension specialists... The traveling exhibit was an excellent public relations media." South Dakota plans to prepare such an exhibit for 1965. Would it be advantageous to include a booth on employment opportunities in such an exhibit.

Arrange for them to tour home economics departments at the university to see the many different kinds of activities being conducted and to become aware of the science requirements for students in home economics. Put them on your mailing list for career information. Encourage home economics professional personnel from all fields to establish good liaison with these people. Invite them to your "open house" functions. Insure that home economists from Extension making these contacts understand the importance of the job and the necessity of portraying the professional and scientific nature of home economics careers. Appearance is important too!

5. Student Ambassadors: Arrange for selected university students to visit local high schools to tell about careers in home economics and the opportunities for study at their university. Prepare "prospective student cards" for interested high school students to fill out. Followup with a personal letter from the Dean of Home Economics or some other appropriate person, thanking the student for their interest in home economics. Encourage them with additional information about challenging job opportunities.

6. Visits to the University: Arrange for selected high school students to visit the university on weekends. College home economics students could be sponsors. They could stay in dormitories, visit classrooms, labs, and attend other functions. A program with talks by various university officials on home economics careers, or a current informative and inspiring film could be arranged. A campus tour with special emphasis on home economics facilities might be helpful.

7. Speakers Bureau: Extension with its "grassroots" location can present the exciting opportunities in home economics by providing speakers to civic groups, ladies clubs, community organization groups, urban leagues, and high school groups. Remember one of the three most important sources of career information for the general field of home economics was "mothers" according to Dr. Greenwood's study.[29] Speakers should be chosen from among the most articulate and professionally able home economists.

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[29]Greenwood, loc. cit., p. 147.

Encourage 4-H Club members to give talks on subjects such as "The Role of Home Economics in our Nation" or "How Home Economics Contributes to our National Welfare."

Extension information staffs could prepare helps for developing talks and/or prepare "canned" talks to be adapted to local situations by agents and club members.

8. Career Days: Sponsor career day programs or participate in programs sponsored by other organizations. A combination of the techniques already suggested--career literature, exhibits, talks, etc., may be the basis for this participation.

9. Posters: Prepare attractive and appealing posters for distribution. The American Home Economics Association use this technique in their national promotion program.

10. News Releases: Use success stories and other news to tell about career opportunities in home economics. Many high schools have school papers. Prepare special articles for release to these papers.

11. Radio-Television Spots: Spot announcements can be used effectively at appropriate times to attract young women into home economics study, or positions. "Home Economics Career Shorts" may be used as a public service feature. For example, in a special interview series, several girls and women--already successful in Extension, business, teaching, health and welfare, and other home economics areas--could appear one at a time. The hostess doing the interviewing should, herself, be a home economist--sold on her job, and with an infectious enthusiasm for winning others to her field.

12. Home Economics Portfolio: Prepare a portfolio containing publications and other helps for career counseling in home economics.[30] Send these portfolios to all agents and high school counselors. Agents

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[30]Kansas State University and New Mexico State University have prepared these type portfolios. The American Home Economics Association has one prepared which may be purchased from their offices at Twentieth Twentieth Street, N.W., Washington, D.C. 20009.

can make valuable use of this type information in talking to parents, teachers, students, and guidance counselors. Some State Extension Services have already participated in a project of this kind. It appears to be a most effective technique. Some brochures available from the American Home Economics Association included were: "Unfold Your Future in Home Economics," "Home Economics Careers for You," and "Home Economics Career Wheel." Similar materials have been developed by States. Cooperation with the College of Home Economics in this project is recommended.

13. Other Ideas: The Recruitment Committee of the National Association of Extension Home Economists made a survey among 20 State home economics leaders in 1960 regarding recruitment problems and solutions. Five leaders from each of the four geographical regions of the United States were sampled. A summary of the suggestions offered by these State leaders to create more interest in home economics is as follows:

a. Keep guidance personnel in high schools better informed about career opportunities.in home economics

b. Make contact with girls in junior high school. Let them know about opportunities and possibilities.

c. Let school people know about the depth and breadth of home economics.

d. Continue Home Economics Teas, Career Days, Mother-Daughter meetings on careers.

e. Place a higher value on home living. Have home economists better trained in human relations so they can point out values inherent in home economics.

f. Give home economics academic prestige so that it is recognized as a profession in the community and of importance to women regardless of whatever role in life they may choose.

g. Have a State and county-wide program in recruitment.

h. More national publicity on radio and T.V. or other means giving opportunities, salaries, advancements, satisfactions--such as the nursing profession now does.

i. Offer more scholarships or give more publicity to those that are presently offered.

j. Arrange for cooperative houses on the campus of land-grant colleges where girls can live less expensively if money is a problem.

k. Arrange for high school girls to visit or work with Extension personnel for a short time during vacations to get a better picture of the overall job.

l. Attitudes of home demonstration agents and other home economists toward their work are very important as an influence for or against recruitment.

m. Display a positive cheerful image of the home economics profession. Few girls want to follow in the same career of an home economist who gives the impression of being extremely overworked.

n. Extension home economists should show the advantages of our job rather than the "unglamorous" side.

o. Home economists should be more conscious of their appearance, attitudes, programs as they are constantly setting an example which will encourage or discourage girls.

p. Home economists should strive to present an attractive, well-groomed, mature professional appearance.

q. There should be more enthusiasm on the part of home economists toward their work.

r. Home economists should give a more relaxed impression, but an effective one by improved management practices.

SUMMARY

The complexity and competitiveness of the home economics recruitment and employment situation require a well-planned and continuous effort. The shortage of trained home economists to fill available positions is not a new concern. The methods used in recruitment must be meaningful, appealing, and informative. The image of home economics careers must be a constant concern and efforts must be made to inform students, faculty, parents, and teachers of the many satisfactions and challenges in home economics work. The broader utilization and contribution that home economists have made and can make to our national welfare must be emphasized.

Efforts must be made to cultivate a long-range relationship of cooperation and understanding among the various employers of home economists, the colleges and universities, and the many other people in positions to give career information.

State Extension Services should analyze their recruitment situation and determine those places where improvements can be made. Today's graduate has a sellers' market for her service. If quality graduates in adequate supply are to be employed, State Extension Services must have vigorous and effective recruitment programs.

RELATED PUBLICATIONS OF THE PERSONNEL MANAGEMENT BRANCH

Your Career as an Extension Agent, Miscellaneous Publication 972, Federal Extension Service, U.S. Department of Agriculture. October 1964, 8 p.-folder.

A career leaflet regarding the work of Extension Agents, advancement opportunities, training and qualifications required and salary information.

How to Develop Career Literature that Recruits, Personnel Management Series, MO-9 (1-65), Personnel Management Branch, Division of Management Operations, Federal Extension Service, U.S. Department of Agriculture, February 1965, 17 p.

A summary of selected articles on developing career literature. Includes a section on points to look for in evaluating career literature.

Personnel Management Inventory, Personnel Management Series, MO-75 (3-65), Personnel Management Branch, Division of Management Operations, Federal Extension Service, U.S. Department of Agriculture, March 1965, 47 p.

A summary of Personnel Management procedures and methods being used in State Extension Services related specifically to organization, recruitment, selection, salary administration, job descriptions, performance appraisal, personnel records, and secretarial training.